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ABSTRACT

This career education consultant package for use with school administrators is one of a set of six packages of consultants' materials developed to serve as a guide for consulting staff presenting career education workshops in the following areas: Counselors, primary K-3, junior and senior high, intermediate, and administrators. (The "Career Education Curriculum Materials Resource Guide," ED 118 759, developed by professionals at the Region 5 Educational Service Agency, was used as a reference work for the packages.) This package includes an introduction concerning career education needs, which is extended to include general information, definitions, justification, and purpose. Specific information for school administrators is also presented, including an overview of career education, a discussion of infusion of career education into curriculum and the cost of implementation, examples of previous career education projects in other schools, possible pitfalls, and transparencies and handouts. (TA)

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STATEWIDE DISSEMINATION WORKSHOP IN CAREER EDUCATION HELD IN PARKERSBURG, WEST VIRGINIA, FEBRUARY 5, 6, AND 7, 1976, SPONSORED COOPERATIVELY BY

Region V
Regional Education Service Agency
Career Education Project
1210 Thirteenth Street
Parkersburg, West Virginia

West Virginia Department of Education
Bureau of Vocational, Technical, and Adult Education
Charleston, West Virginia

and

Marshall University
Huntington, West Virginia

ADMINISTRATORS' CAREER EDUCATION CONSULTANT PACKAGE

General Statement

The consultants' materials found in this package were developed by professionals in the Region V area to be used as a guide that may be adapted or adopted as the presenter wishes.

It should be noted that many other articles are available that provide good background for career education. One such publication is the Career Education Curriculum Materials Resource Guide, to which reference is consistently suggested. We suggest each person give it adequate attention prior to presenting a workshop.

How to find transparencies and handouts

All transparencies and handouts numbered with the letter A can be found in the back of this section. All others can be found in the General Transparencies and Handout section at the back of the package.

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II. General Information
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IV. Transparencies and Handouts

INTRODUCTION

The following outline presents materials of probable use in presenting a workshop for administrators in career education. Any of these items should be used or deleted as the presentor sees the need.

It should be noted that many other articles are available that provide good background for career education. One such publication is the Career Education Curriculum Materials Resource Guide, to which reference is consistently suggested. We suggest each person give it adequate attention prior to presenting a workshop.

I. Introduction

Students, parents, the business and industrial community, and educators have become painfully aware of the problems faced by many children, youth, adults. Many of the problems are caused by an absence of a clear self, educational, and career identity. For many educators, the means to resolving these problems is through a systematic approach to teaching which relates life goals to subject goals.

Career education goals emerge from the relationship of life goals to subject goals. These goals reflect concerns about attitudes, knowledge, and skills of children, youth, and adults, as they venture into social, educational, and career encounters. The emphasis in career education is on reducing the difficulties which occur in these encounters with reality.

Career education is a part of all academic, general, and vocational subjects from kindergarten through adulthood. Yet, all of education is not career education. The long range goal of career education is to produce responsible individuals who are capable of making and implementing accurate choices concerning the present and future. The purpose implies that individuals possess positive attitudes, appropriate knowledge, and adequate skills to make and implement wise decisions.

The course content for career education is found in the courses currently being taught in the elementary and secondary schools. The content of the subject is related to the student's world and the career world. The emphasis is definitely not on memorizing job descriptions

or lists of occupations. Rather the approach relates student needs, fears, likes, dislikes, abilities, disabilities, aptitudes, and limitations to educational endeavors and career potential.

The teaching methods or process used to illustrate abstract concepts related to both life goals and subject goals are: field trips, interpersonal interaction, "hands-on" activities, multi-media, guest speaker, research activities, simulation, role playing and work experience. The primary focus of the process is the use of "real" experiences to illustrate abstract symbols and concepts related to self, education, and careers.

Career education provides meaning to the subjects currently taught in the schools. Individuals who are encouraging school systems to adopt the career education approach are sincerely committed to the development of academic skills. Research indicates that students achieve a higher level of academic skill when learning experiences relate to things outside the school rather than being confined solely within the four walls of the classroom. The student does not exist solely to attend school. Nor should the school attempt to exist separate and apart from society in which it finds itself.

The burden to assist students in achieving career education goals falls on the shoulders of all educators. In the past, specific courses which allowed students to gain a better understanding of themselves while investigating the career world have been offered to only a limited number of students and then only at the upper high school level. For most students, this has been too little, too late. Hopefully, these materials that have been compiled will be useful to the

administrators who use them to develop in-services which will create a climate in which educators can become more responsive to the needs and concerns of children and youth.

The following outline presents materials of probable use in presenting a workshop for administrators in career education. Any of these items should be used or deleted as the presentor sees the need.

It should be noted that many other articles are available that provide a good background for career education. One such publication is the Career Education Curriculum Materials Resource Guide, to which reference is consistently suggested. We suggest each person give it adequate attention prior to presenting a workshop.

Handout: HA-1 - Developing Awareness for Career Commitment.

II. General Information

Career in-service education should be planned and conducted in a climate which will support professional growth by providing educators with an opportunity for personal involvement, ego support, social mobility, introspective articulation, feedback, and professional dialogue. Experiential situations can be created which allow participants to be involved in, and learn first-hand about effective communications, consulting, problem solving, planning, feedback, group decision making, and team work.

A. Ice Breakers: Decision Games
   1. H-13 - NASA (Decision By Consensus — developed by Jay Hall)
   2. H-14 - Work Value Game (3x5 Cards are to be included in the package and used as handouts)

   Movies:
   1. Pack Your Own Chute, RESA V Film Library, MP1471
   2. In-service film: Bread and Butterflies (Use any film from series), West Virginia Department of Education, Robert P. Martin, Career Education Office, Charleston, West Virginia
   3. H-16 - Doodle Sheets
   4. Poster Flip Chart - CA-1

B. Definition, Justification, and Purpose

The term "career education" describes an educational process (method or approach) rather than a specific program of study. Yet it is based upon concepts which must be acquired by the student prior to and during the planning and implementation of a career. It involves a long range developmental process which begins before the child enrolls in school and continues long after the youth leaves school. Through career education, teachers provide relevant experiences in all academic, general, and vocational subjects. The primary focus of the process is the use of "real" experiences to illustrate abstract symbols and concepts related to self, education, and careers. The basic purpose of career education is to produce viable individuals who are capable of making and implementing accurate choices concerning the present and future. The purpose implies that individuals possess positive attitudes, appropriate knowledge, and adequate skills to make and implement wise decisions.

1. Handouts
   a. Page 3, Career Education Curriculum Materials Resource Guide, RESA V
   b. Page 4, Career Education Curriculum Materials Resource Guide, RESA V
   c. Page 6, Career Education Curriculum Materials Resource Guide, RESA V
   d. H-17 - Summary Information, Career Education (Lincoln County)
   e. H-11 - Educational Goals For West Virginia
   f. Page 33 - Lincoln County Book
   g. H-2 - Straight Answers on Career Education
   h. HA-2 - Outlining The Quest
   i. HA-3 - Key Concepts to Understanding Career Education
2. Transparencies:
   a. TA-1 - Outlining The Quest
   b. TA-2 - Key Concepts to Understanding Career Education

III. Specific Information for School Administrators

A. Community Needs

1. Handouts:
   a. H-8.1 - 8.4 - 2 pages from Ritchie County Resource List for sample
   b. H-9 - Career Education Where Are We Going?
   c. Page 9 - Career Education Curriculum Materials Resource Guide, RESA V
   d. Page 10 - Career Education Curriculum Materials Resource Guide, RESA V
   e. H-4 - Subject Cluster Model
   f. Page 13 and 14 - Career Education Curriculum Materials Resource Guide, RESA V
   g. H-1 - Cipher In The Snow
   h. H-5 - I May Be Educated Beyond My Intelligence
   i. H-6 - I Taught Them All
   j. HA-5 - Survey of Interest In Occupational Groups
   k. HA-6 - Using The Survey of Interest In Occupational Groups
   l. Page 20, Lincoln County Book
   m. HA-4 - Work Activity Preference Checklist

B. Infusion of Career Education Into Curriculum

1. Handouts:
   a. Page 9, Career Education Curriculum Materials Resource Guide, RESA V
   b. Page 10, Career Education Curriculum Materials Resource Guide, RESA V
   c. H-4 - Subject Cluster Model
   d. Pages 13 and 14, Career Education Curriculum Materials Resource Guide, RESA V
2. Transparencies:
   a. Page 10, Career Education Curriculum Materials Resource Guide, RESA V
   b. H-4(20) - Sample Subject Cluster Model

C. Cost of Implementation
1. Refer to An Approach to Career Education in West Virginia, by Dr. LeVene A. Olson, Ed.D.
2. Career Projects in West Virginia
3. Transparencies:
   a. TA-3.1 - The Principal's Role Leadership
   b. TA-3.2 - Formulation
   c. TA-3.2 - Crystallization
   d. TA-3.3 - Implementation I
   e. TA-3.3 - Implementation II
   f. TA-4 - Administrative Overview

E. Possible Pitfalls:

1. Infusion vs. Separate Courses. Career Education should be infused into the curriculum rather than being presented as a separate course.
2. Time and cost Trade off. Includes Career Education in all subject areas as a trade-off in time and/or money.
3. Retraining Teachers - In-service Programs; elementary, secondary.
4. Guidance - The Role of Guidance will change.
5. Another crutch or frill Career Education may not be academic but it is practical and essential.
6. Federal Control - Not really a threat but could be.

DEVELOPING AWARENESS FOR CAREER COMMITMENT

SELF-DESCRIPTION INVENTORY

DIRECTIONS FOR ACTIVITY A: Answer the statements below by placing an X in the box that best tells about you. If the statement does not tell about you at all, check Box 1. If the statement is a good description of you, check Box 7. The boxes numbered 2 through 6 let you tell where you fit between the high and low points.

DIRECTIONS FOR ACTIVITY B: Read again each answer you made in Activity A; then, see if you are pleased with your answers. If you think an answer is right, put a plus (+) sign for that answer in the box in the last column. If you are not pleased with your answer, if you honestly wish you could have given another answer, put a minus (–) sign in the box.

	Activity A							Activity B
	Fits Poorly 1	2	3	4	5	6	Fits Well 7	+ or –
1. I know how to study well enough to learn on my own.	☐	☐	☐	☐	☐	☐	☐	☐
2. I can control those things that lead to success at work.	☐	☐	☐	☐	☐	☐	☐	☐
3. I can control the way I am.	☐	☐	☐	☐	☐	☐	☐	☐
4. I can learn to concentrate better.	☐	☐	☐	☐	☐	☐	☐	☐
5. I have a good attitude about learning.	☐	☐	☐	☐	☐	☐	☐	☐
6. I try to learn all the time.	☐	☐	☐	☐	☐	☐	☐	☐
7. I am satisfied with "just getting by."	☐	☐	☐	☐	☐	☐	☐	☐
8. I believe that my training will affect my pay.	☐	☐	☐	☐	☐	☐	☐	☐
9. I live in a world where I can make it to the top.	☐	☐	☐	☐	☐	☐	☐	☐
10. I base my decisions on facts, faith, and commitment.	☐	☐	☐	☐	☐	☐	☐	☐
11. It is not my fault for who I am or who I become.	☐	☐	☐	☐	☐	☐	☐	☐
12. I always say, "I can."	☐	☐	☐	☐	☐	☐	☐	☐
13. I work at only those things that I like.	☐	☐	☐	☐	☐	☐	☐	☐
14. I try to find out about different things.	☐	☐	☐	☐	☐	☐	☐	☐
15. I know where I am going in life.	☐	☐	☐	☐	☐	☐	☐	☐
16. I like myself.	☐	☐	☐	☐	☐	☐	☐	☐
17. I am a person who plans before doing.	☐	☐	☐	☐	☐	☐	☐	☐
18. I know what my real goals are.	☐	☐	☐	☐	☐	☐	☐	☐
19. I ask questions when I am not sure of something.	☐	☐	☐	☐	☐	☐	☐	☐
20. I have personal barriers that keep me from becoming a success.	☐	☐	☐	☐	☐	☐	☐	☐
21. I often find it hard to make decisions.	☐	☐	☐	☐	☐	☐	☐	☐
22. I look at all the choices before making a decision.	☐	☐	☐	☐	☐	☐	☐	☐
23. I set realistic dates to reach my goals.	☐	☐	☐	☐	☐	☐	☐	☐
24. I often daydream about reaching my goals.	☐	☐	☐	☐	☐	☐	☐	☐
25. I often make decisions before thinking them out.	☐	☐	☐	☐	☐	☐	☐	☐
26. I can tell the difference between good actions and bad actions.	☐	☐	☐	☐	☐	☐	☐	☐
27. I usually go along with the crowd.	☐	☐	☐	☐	☐	☐	☐	☐
	1 Fits Poorly	2	3	4	5	6	7 Fits Well	

OUTLING THE QUEST

THE NEED

THERE IS A NEED —

CALL IT A DREAM —

CALL IT A VISION —

CALL IT A PURPOSE - AN OBJECTIVE - A HOPE - AN AIM IN LIFE - AN INTENTION - A PLAN - A DESIRE - A YEARNING - CALL IT WHAT YOU WILL.

SOMEHOW, IN THE DAYS OF YOUTH, YOUTH MUST BE GIVEN (OR BE CAUSED TO OBTAIN) THAT WHICH WILL MOVE HIM - TO BE BETTER THAN JUST AN ANIMAL - TO SEEK - TO SEARCH HIS SOUL - TO RESOLVE - TO PURSUE - TO BECOME - TO ACHIEVE - NOT ONLY THAT WHICH IS ASSIGNED HIM, OR THAT WHICH OTHERS DO, BUT THAT WHICH WILL HELP OTHERS AND CAUSE IMPROVEMENT OF SOME SORT.

YOUTH MUST SEE A VISION IN SOME FIELD OF LIFE. HE MUST BE WILLING TO DEDICATE HIS BEST EFFORT. HE MUST KNOW HE WAS PUT HERE, NOT JUST TO FILL UP SPACE BUT TO FILL A NEED - NOT JUST TO CONSUME BUT TO PRODUCE - NOT JUST TO ACCEPT BUT TO GIVE.

WE MUST SEE THE JOY AND BENEFIT AND SATISFACTION THAT COMES FROM SERVICE.

OF A GREAT TEACHER IT WAS SAID, "HE COULD MAKE A BOY WANT TO BE A MAN; A REAL, WORTHY, ACHIEVING MAN."

Key Concepts to Understanding Career Education

1. Career education is a systematic approach to facilitating the maturation process called career development.

2. The term career applies to a series of jobs and occupations and their relationship to life styles.

3. Career education focuses on learning experiences related to self understanding, educational endeavors, and career potential.

4. Concrete experiences are utilized to illustrate abstract concepts and nebulous symbols related to school subjects.

5. Career education is not a separate subject, but is a part of all school subjects kindergarten through the twelfth grade.

6. Career education provides experiences related to a sample of occupations at all levels of the occupational spectrum.

7. Career education does not force students to make early career decisions but does provide decision-making experiences.

8. Career education experiences assist students achieve career education goals and subject goals.

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Work Activity Preference Checklist

Most people have an interest in or a preference for certain types of work activity. Below is a list of ten broad types of work activity. Read each activity and express how you would feel about working on a job which would involve you in that activity. Use the following ratings.

1. Would dislike the activity very much.
2. Would dislike the activity.
3. Neutral. Would neither like nor dislike the activity.
4. Would like the activity.
5. Would like the activity very much.

	Circle the rating describing your feelings about each activity.				
1. Activities dealing with things and objects.	1	2	3	4	5
2. Activities involving business contact with people.	1	2	3	4	5
3. Activities of a routine, definite, organized nature.	1	2	3	4	5
4. Activities which involve direct personal contact, to help people or deal with them for other purposes.	1	2	3	4	5
5. Activities which bring recognition or appreciation by others.	1	2	3	4	5
6. Activities concerned with people and the communication of ideas.	1	2	3	4	5
7. Activities of a scientific and technical nature.	1	2	3	4	5
8. Activities of an unusual, indefinite nature which require creative imagination.	1	2	3	4	5
9. Activities which are nonsocial and involve the use of machines, processes, or methods.	1	2	3	4	5
0. Activities which bring personal satisfaction from working on or producing things.	1	2	3	4	5

Now that you have marked your preferences, rank order them using the number in front of the work situations. Mark this number on the lines below to represent your first to last choice.

1st Choice	2nd	3rd	4th	5th	6th	7th	8th	9th	Last Choice
____	____	____	____	____	____	____	____	____	____

SURVEY OF INTEREST IN OCCUPATIONAL GROUPS

All of the jobs in the world of work have been grouped into a classification structure called the Occupational Group Arrangement. This Arrangement groups jobs according to a combination of field of work, purpose, materials used, service performed, and/or industry. There are nine major clusters of occupations called Categories. These are:

0, 1 — Professional, Technical, and Managerial Occupations
2 — Clerical and Sales Occupations
3 — Service Occupations
4 — Farming, Fishery, Forestry, and Related Occupations
5 — Processing Occupations
6 — Machine Trades Occupations
7 — Bench Work Occupations
8 — Structural Work Occupations
9 — Miscellaneous Occupations

Each occupational Category is divided into more specific groups called Divisions. These Categories and Divisions, forming common groups of jobs, provide a structure which can be used for obtaining career information for exploring the world of work.

On the following pages is a listing of the nine broad Categories, their descriptions, and a listing of the Divisions of jobs belonging to each. Read each Category description and the list of Divisions of jobs belonging to it and then in the box below, circle the statement which reflects your general interest in the Category. Next, place a check mark in front of any of the Divisions in which you feel you may have an interest.

The following is an example of how to mark your responses:

3 SERVICE OCCUPATIONS

This category includes occupations concerned with working in or around private homes; serving people in such places as beauty shops, restaurants, or amusement parks; and protecting the public against crime, fire, accidents and acts of war.

30 Domestic Service
✓31 Food and Beverage Preparation and Service
32 Lodging and Related Service
✓33 Barbering, Cosmetology, and Related Service
34 Amusement and Recreation
35 Miscellaneous Personal Service
36 Apparel and Furnishings Service
37 Protective Service
38 Building and Related Service

Highly Interested	Fairly Interested	Not Interested	Not Sure

Using the Survey of Interest in Occupational Groups

The "Survey of Interest in Occupational Groups" is a checklist on which individuals may express their degree of interest in the nine Categories of the Dictionary of Occupational Titles (DOT) Occupational Group Arrangement. These Categories are:

0, 1 Professional, Technical, and Managerial Occupations
2 Clerical and Sales Occupations
3 Service Occupations
4 Farming, Fishery, Forestry, and Related Occupations
5 Processing Occupations
6 Machine Trades Occupations
7 Bench Work Occupations
8 Structural Work Occupations
9 Miscellaneous Occupations

This arrangement is a grouping of jobs according to a combination of field of work, purpose, materials used, services performed, and/or industry. In addition to marking their degree of interest in each of the nine Categories, individuals may also check groups of jobs which form Divisions that are subgroups of the Categories.

The descriptions of the Categories and Divisions for which an interest was expressed may be read in the *Guide for Exploring Careers Through Occupational Groups*. This *Guide* is a rewrite of the DOT Occupational Group Arrangement changing the vocabulary to an eighth grade level. Just as the nine Categories are divided into subgroups called Divisions, the Divisions are subdivided into more specific subgroups called Occupational Groups. These Occupational Groups are indexed to Worker Trait Groups (WTG) which contain jobs that belong to each occupational group. This provides an index to identify occupations for exploration using the Career Information System (CIS).

There are three ways in which occupations belonging to each of the Occupational Groups may be located. The first way is to use Volume II of the DOT and identify the appropriate Occupational Group section in the listing of occupations. This section is located on pages 33 through 213 and the Occupational Groups are listed in numerical sequence with the first three digits of the six-digit DOT code assigned to occupations. Any occupation may be located by using Volume I of the DOT which contains a list of the occupational titles in alphabetical order and a brief description of each. The alphabetical card index may also be used to locate specific occupations in the Career Information System.

A second procedure is to use the WTG numbers in parentheses following the Occupational Group. Using the *Guide to Job Titles Filed for Exploring Careers Through Worker Traits (File Content Notebook)* the WTG number can be checked to identify occupations listed for each of the WTGs related to specific occupational groups. For each of the occupations listed, the six-digit DOT occupational code

is identified. The first three digits identify the occupational groups, thus an individual may check these DOT codes to identify the occupations related to that occupational group. An individual may then go to Volume I of the DOT to read a brief description about that occupation or check the alphabetical card index to see if a specific occupation is in the CIS.

A third procedure would be to turn to the WTG page in Volume II of the DOT where a complete listing of occupations for that WTG appears. This listing is in numerical sequence of the DOT first three digits, thus specific occupations related to each occupational group can be identified from the list. Then, as in the first two procedures, Volume I of the DOT and the CIS alphabetical card index is used.

D. Examples of Previous Career Education Projects in Other Schools

1. Include in Outline

Franklin Junior High School presently has an active and resourceful Advisory Committee which serves as a logical and efficient means of bringing about a closer working relationship between the school, the community, and the world of work. Business and community leaders are in a unique position to help plan educational programs that will prepare the student for employment.

Initial workshops at our school encompassed the greater portion of 3 organizational in-building days at the beginning of the school term. The first day was devoted to staff and group development, team building, and the creation of a consultative helping relationship between participating teachers.

The framework for the second day included a model of career development education presented to the total group with reaction and discussion following in the small groups that were built the first day.

The third day opened with a short lecture to the total group on unit development, including objectives, methodology, and important unit elements. The program included at least six elements deemed important in maximizing the effectiveness of each unit. These are field trips, use of a resource person from the occupation studies for a conference in the classroom with students, correlation of academic subjects, identification and study of related occupations including role playing and manipulative activity. The remainder of the day was spent with teachers divided by grade level developing actual units for use in the classroom during the school year. Units created by staff will be used as models.

Our overall goal was to develop a cohesive, committed team of teachers, principals, and counselors unified around the Career Awareness concept, with skills in the technical or informational aspect, as well as competence in such process areas as communication, cooperation and problem solving. This combination is the key to a successful project which facilitates teachers and

accelerates the development and maintenance of teamwork and consenual behavior.

Career education can make a vital contribution to the needs of youth at the junior high school age. A junior high curriculum which does not contain some of the components of career education cannot fulfill its assignment.

A number of related ideas have been hatched by those faculty members involved in career education implementation at Franklin Junior High School. For the most part, our staff have scheduled a multitude of resource persons into their classrooms to discuss the various "walks of life" available to young students planning a career. Also, a number of career interest visits have been made e.g., to the sewage treatment plan, fire department, industries, public utilities, etc., by our science and social studies classes. Representative trades have included real estate, newspaper work, sanitation, conservation, retail sales, etc.

The faculty met in January to pull together the efforts of those several people preparing units. Included were all participants in the VTE 582 course, whether or not they were currently enrolled in the Practicum. The participants were given the opportunity to share the content and techniques developed for their particular subject area, by reviewing each unit before the group and allowing time for questions and suggestions.

Franklin has been exceptionally fortunate in its efforts to implement a "total" school program due to the proportionate number of staff involved (11 out of a staff of 35).

Other activities have included the following:

1. An impressive array of Schlumberger well drilling equipment visited the school, representative of the petroleum industry.

2. Mr. Russell Copeland, in conjunction with his unit on careers in ecology, visited an Ecology Workshop at the Holiday Inn on Saturday, March 23, 1974.

3. Dr. Nelson Smith, Department of Electrical Engineering, West Virginia University, met with eighth graders during Engineering Week to discuss careers in engineering and related occupations.

4. Two very interesting in-service programs were provided by the State Department of Education in February. Separate programs for teachers and administrators were offered. The workshops were sponsored by the State Department's "Training Program for Teachers in the Technologies" (TPTT), which is a Technology Teacher Center project funded jointly by the United States Office of Education, West Virginia State Department of Education, and West Virginia University. The express function of TPTT is to improve education through in-service training. Two of our Industrial Arts teachers at Franklin have received training under this program.

We, at Franklin Junior High School, look forward to expanding upon our career awareness program for the coming year. The incentive and guidance provided by Mr. Ray Miller, Mr. John Lorentz, and Dr. LeVene Olson have made us keenly aware of the need for a continuous program of career education at the junior high level, where vocational choices begin to be surveyed. Though somewhat limited by the absence of a ninth grade program at our school this past year (ninth graders are being temporarily housed at Parkersburg South High School due to over-population), we are anxious to continue and multiply this years' efforts toward awareness and readiness of all children for an ever changing world of technology and the accompanying technological occupations it affords them.

Handout HA-8

Handout HA-9

OBJECTIVES

Objectives at the 7th and 8th grade levels would be:

1. To provide experience for students to assist them in evaluating their interests, abilities, values, and needs as they relate to occupational roles.

2. To provide students with opportunities for further and more detailed exploration of selected occupational clusters, leading to the tentative selection of a particular cluster for indepth exploration at the 9th grade level.

3. To improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around a career development theme.

Level 9 career education objectives would include:

1. To provide indepth exploration and training in one occupational cluster leading to entry-level skill in one occupational area and providing a foundation for further progress, leaving open the option to move between clusters if desired.

2. To improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around a career development theme.

3. To provide guidance and counseling for the purpose of assisting students in selecting an occupational speciality for senior high school grades with the following options: intensive job preparation, preparation for post secondary occupational programs, or preparation for a 4-year college.

"Occupational clusters", representative of the entire world or work and around which a career education system might be designed are: Business and Office Occupations, Marketing and Distribution Occupations, Communications and Media Occupations, Construction Occupations, Manufacturing Occupations, Transportation Occupations, Agri-Business and Natural Resources Occupations, Marine Science Occupations, Environmental Control Occupations, Public Services Occupations, Health Occupations, Hospitality and Recreation Occupations, Personal Service Occupations, Fine Arts and Humanities Occupations, and Consumer and Homemaking-Related Occupations.

ORGANIZATIONAL IDEAS

As a means of satisfying the need to put process and content together, attempt to put as many of the following ideas into practice as funds and personnel will allow:

1. A committee made up of classroom teachers and administrators will plan specific behavioral objectives and activities for interested teachers.

2. Visitations to classrooms in other districts where career education is being planned and implemented.

3. Special workshops to focus attention upon educational goals and outcomes.

4. In-service meetings with staff to learn new methods of teaching.

5. Lay advisory committees to evaluate present products of schools and suggest new directions and priorities.

6. Grade level teams will report to the school faculty and to parent groups.

7. Special projects through media centers to highlight particular careers or to show the relevance of academic content to particular occupations.

8. Special pilot experiments to test selected concepts in the classroom setting. (In grades 7 and 8, pupils will begin exploring clusters that most interest them individually. In grade 9 a pupil can explore a single cluster of his choice in depth and receive practical experience in particular jobs).

9. Career education fairs and other all-school activities that bring school and community together.

10. Consultant help from state office personnel, county supervisors, and university or college staff.

THE PRINCIPAL's ROLE

LEADERSHIP

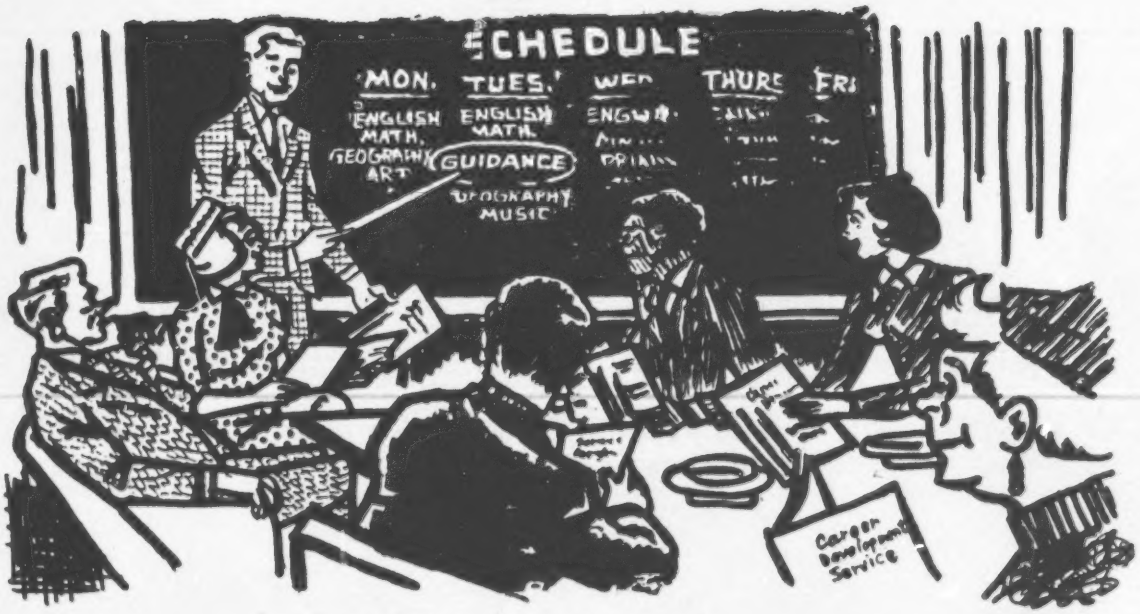
FORMULATION

Getting Ready.

CRYSTALLIZATION

Getting started.

IMPLEMENTATION - I

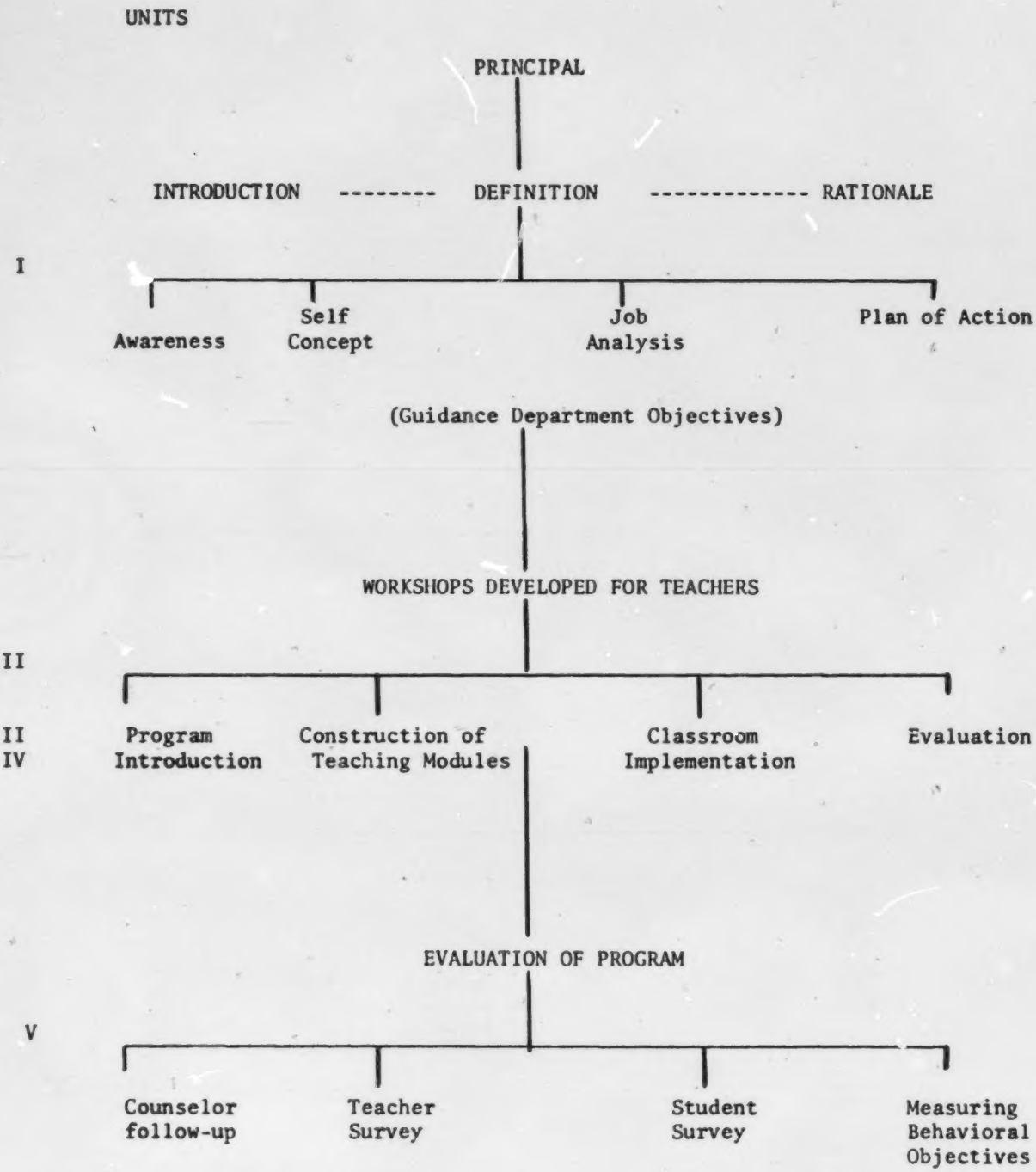


Picking the right sport.

IMPLEMENTATION - II

Getting it going.

ADMINISTRATIVE OVERVIEW



CONTENTS FOR POSTER FLIP CHART

The following can be prepared on an Easel Tablet (approximately 2' x 2')

CAREER EDUCATION WHAT?

Draw an amoeba to illustrate that career education has had no previous direction and coordination in education.

CAREER EDUCATION WHO?

Draw several people to illustrate that career education is for everyone. A street scene may be appropriate.

CAREER EDUCATION WHEN?

Illustrate by drawing some prominent people from the beginning of man.

Adam - Noah - Moses - up to and include contemporary well-known people that are easy to illustrate and recognize.

CAREER EDUCATION WHERE?

Illustrate by drawing the national capitol, Health, Education, and Welfare Building, university buildings). This is to illustrate that the direction has been from these areas.

CAREER EDUCATION YOU!

Illustrate by drawing the Little Red School House and the principal and staff.

CAREER EDUCATION WHY?

Illustrate by a cartoon of children not knowing what direction to take, [round pig in a square hole, students with question marks over their heads].

Hamilton Jr. High Plan of Implementation

CAREER EDUCATION ACTIVITIES SUGGESTED FOR MATHEMATICS CLASSES - TO BE EVALUATED BY THE MATHEMATICS DEPARTMENT WITH ADDITIONAL IDEAS AND SUGGESTIONS (The updated revision will be duplicated for future reference.)

Please return to the office by AS SOON AS POSSIBLE

IF A LIMITED AMOUNT OF TIME IS SPENT ON THE FOLLOWING ACTIVITIES (INTEREST AND APTITUDE), THIS SHOULD PROVIDE A STRONG MOTIVATING DEVICE FOR THE STUDENTS, as well as provide them with the necessary information they need to know concerning the need for math.

I. Self-appraisal of interest and aptitude:

A. Help the student to explore his own interest in mathematics: Assign the motivational leaflets from the U.S. Labor Department - Why Study Math? and Math and Your Career.

B. Have the students make a list of occupations and find out how much mathematics is needed in these occupations. Refer the students to the Career Briefs in the library and Occupational Outlook Handbock. Follow with a discussion.

C. Have a discussion on the mathematics courses that are offered at the high school, math needed to graduate, math needed for college, and math needed for different occupations.

Invite someone from the math department at the high school to talk about the various math courses offered: geometry, advanced algebra, trigometry, calculus, probability and statistics, Mathematics I and II, business mathematics, and senior mathematics.

D. Ask the counselor to provide profile charts for the students with their mathematics aptitude and achievement scores from the most recent standardized tests: Seventh Gr. (refer to end of sixth grade EDS Tests)
Eighth Gr. (Metro. Tests in mathematics are given in spring)
Ninth Gr. (EDS Tests are given in October - results returned in Dec.)

E. Ask the students to write a paper on their strengths and weaknesses in mathematics. In this paper have the students consider their needs and plans for mathematical education.

F. Assign the students a career study on a math related career of their choice. (A Career Study Guide is found in the "Career Education Resource Guide for Teachers." Career Briefs and the Occupational Outlook Handbook Handbook in the library contains researched information to answer most of their questions.

(See the counselor if you want the students to use the Career Education Resource Center; the counselor will assist or have a student assistant available.)

II. Development of Life Goals with reference to mathematics:

A. (General) Evaluate the mathematical needs of the students in the class. Plan and assign learning units relative to the practical kinds of mathematics in everyday life, as well as a foundation for further mathematics study.

B. Plan a unit on "How to do My Banking" which all individuals need to know. Suggested--Seventh and Ninth Grade general mathematics. (Materials for this unit will be supplied by Wood County Bank.)

CAREER EDUCATION ACTIVITIES SUGGESTED FOR MATHEMATICS CLASSES: Page -2-

C. Invite Mr. George Crawford from Wood County Bank to speak to classes about "Money" and banks. (or possibly another banker)

D. Plan a unit relative to federal income tax. Obtain tax forms for the students to complete, and invite an internal revenue agent to discuss federal taxes. Make related assignments in mathematics.

E. Plan a mathematical unit on Budgeting, Cost of Living, Buying on the Installment Plan, etc., Invite a C.P.A., a banker from a loan department, etc.

F. Evaluate the students on their performance of measuring products and time. Acquaint them with the metric system. Provide additional learning units in this area when necessary. Invite a nurse, laboratory technician, architect, draftsman, surveyor, etc.

G. Plan a learning unit on Pay Checks with deductions such as social security, taxes, insurance, etc. Invite a resource person from the social security office to discuss the cost of social security. Make mathematical related assignments. Invite an insurance agent to discuss health insurance, the cost of health care, and make mathematical related assignments. Invite someone from Ohio Valley Data Processing.

H. Plan other mathematical units and relate community facilities and resource people that are involved in occupations where a lost of mathematics is necessary. These might include: Public Debt. - stocks and bonds, banks, accounting firms, industries with engineers, chemists, programmers, construction firms, insurance agencies, real estate agencies, etc.

Learning units in mathematics can be planned where the students can relate to a community resource person using the mathematical concepts involved. A personnel manager from a plant can explain the need to know and use the metric system.

CAREER EDUCATION ACTIVITIES SUGGESTED FOR ENGLISH CLASSES - TO BE EVALUATED BY THE ENGLISH DEPARTMENT WITH ADDITIONAL IDEAS AND SUGGESTIONS (The updated revision will be duplicated for future reference.)

Please return to the office by AS SOON AS POSSBILE

I. Self-appraisal of attitudes, interest, abilities, and aptitudes:
NINTH GRADE:

A. The Kuder Preference Record (an interest inventory) is available for all ninth grade students. This is purchased by the Central Office. The students score their own inventory and draw a profile of their interests.

This can be followed with a discussion and a writing assignment concerning the student's interests. One copy of the student's interest profile is to be placed in the guidance folder.

B. Make a library assignment with reference to the student's interests; a biography, a "Career Brief" or fiction that is related to the student's interests.

C. Invite the counselor to discuss with the class the student's aptitudes and achievements: (STS Educational Development Series Tests (which are scored in Charleston) should be returned by December. Profile charts are available for teachers, students, and parents.

EIGHTH GRADE:

A. Administer interest inventory. An interest survey form taken from the Changing Times magazine is found in the "Career Education Guide for Teachers." These forms can be obtained in the guidance office.

B. Administer a personality questionnaire and discuss "Personality is the Key Factor in Job Success." The samples that are found in the "Career Education Guide for Teachers" can be obtained in the guidance office.

C. Invite the counselor to discuss with the class the student's aptitudes and achievements. Profile charts are available. (Metropolitan Achievement Tests are administered in the spring.)

SEVENTH GRADE:

A. Refer to STS Educational Development Series Tests which were given at the end of the sixth grade year. Students were phased according to these tests.

Profile charts are available. Invite the counselor to discuss the tests with the classes.

Part of the test series which deals with CAREER PLANS - SCHOOL PLANS - and FAVORITE SUBJECTS can be found in the "Career Education Guide for Teachers." These forms can be obtained in the guidance office to administer to students for a followup discussion and a writing assignment.

B. Make assignments with reference to the students likes, dislikes, and aptitudes. Refer to the motivational leaflets from the U.S. Labor Dept.: Why Study English? or English and your Career. Others are Why Study Science, Why Study Math, etc.

CAREER EDUCATION ACTVITIES SUGGESTED FOR ENGLISH CLASSES - Page 2

II. Development of Life Goals:

A. Use various kinds of literature and biographies to discuss the differences of an individual's values and occupational goals.

B. Organize a panel to discuss the meaning and value of developing a personal philosophy of life.

C. Assign an autobiography and discuss the purpose of making a self-assessment for future planning.

D. Invite resource people to talk with English classes about the importance of communications:

Possibilities are - Glenn Wilson with WTAP, David Owen with Parkersburg Sentinel, Reva Chevalier with C & P Telephone. The counselor will gladly help English teachers with contacting a resource person and scheduling them to speak.

E. Assign the students a career study where the study of English is most important. A Career Study Guide is found in the "Career Education Guide for Teachers" and the Career Briefs in the library will answer most any question the student might have.

F. Assign the students an interview with an individual in the job world, and have the students visit the place of employment where he can see what the worker actually does on the job and where he will have a chance to ask questions.

G. Acquaint the students with the "Career Education Resource Center" where he can get information on thousands of different jobs. Make sure he knows about the Occupational Outlook Handbook. (See the counselor if you want to use this part of the library; she will assist or have a student assistant available.)

Note: If any pertinent information from the above mentioned activities relative to the student's interests, attitudes, values, or goals are given to the counselor for the guidance folder, this material can be utilized with the student during followup conferences.

ADDITIONAL SUGGESTED ACTIVITIES FROM THE ENGLISH DEPARTMENT:

PLEASE LIST:

CAREER EDUCATION ACTIVITIES SUGGESTED FOR SOCIAL STUDIES CLASSES - TO BE EVALUATED BY THE SOCIAL STUDIES DEPARTMENT WITH ADDITIONAL IDEAS AND SUGGESTIONS (The updated revision will be duplicated for future reference.

Please return to the office by AS SOON AS POSSIBLE

I. Self-appraisal of attitudes, interest, abilities, and aptitudes: (Ref. to Soc. St.)

A. Make an appraisal of the student's attitudes, interests, abilities, and aptitudes in the area of Social Studies.
(1) Refer to the motivational leaflets from U.S. Labor Dept., "Social Studies and Your Career."
(2) Have a discussion on the major areas of interest in Social Studies.
(3) Obtain profile charts from the counselor with the student's STS Educational Development Series Tests scores and let the student evaluate HIS own aptitudes and abilities in the Social Studies areas.
(4) Discuss the Social Studies requirements in high school and college, and the reasons for these requirements.
(5) Relate Social Studies with personal characteristics, approach to problems, and attempts at self-improvement.

II. Social Studies and the Development of Goals:

A. Assign historical biographies for the discussion of the following:
(1) their home and family life
(2) their friends and neighbors
(3) their jobs
(4) their cultural interests
(5) the social problems of their times
(6) their education

B. Make an assignment for the students to write about the affect of the above factors on their own lives.

C. Organize a panel to discuss:
(1) an awareness of values, attitudes, character traits, and behavior
(2) an awareness of self and of attitudes toward self and others
(3) an awareness of the importance of values in planning for the future
(4) "Changing Times and Changing Values"

D. Ask the students to write a composition relating social studies and his own personal philosophy; and the development of his goals.

III. What is the purpose of Social Studies?

A. Organize a panel to discuss "Effective Citizenship" - Invite an attorney to talk on how jurors are selected. Take classes to a court session.

B. Relate school rules and the laws of community and state.

C. Invite a guest speaker to discuss group participation and effective leadership.

D. Conduct a panel discussion on "What the Consumer Needs to Know?"

IV. The Occupational Implications of Social Studies:

A. Assign the students a unit on "Careers in Social Studies":

(1) Occupations in History and Government
(2) Occupations in Geography
(3) Occupations in Economics

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CAREER EDUCATION ACTIVITIES SUGGESTED FOR SOCIAL STUDIES - Page 2

(4) Occupations in Sociology and Anthropology
Reference is made to the "Career Education Resource Center" for briefs, "Career Education Resource Guide for Teachers," and the "Occupational Outlook Handbook."

B. Schedule community resource speakers and use community facilities. Ask the counselors to assist in scheduling.

C. Assign the students a unit on "Labor Unions." - (Apprenticeship Training)
(On-the-job Training)

D. Assign the students a unit on "Social Security."

E. Assign the students a unit on "Insurance."

F. Assign the students a unit on "Budgeting" and our "Credit System."

SUGGESTED INSTRUCTIONAL ACTIVITIES:

A. Organize a career shelf in one corner of the room for the display of occupational information materials related to the social studies.
(The students may order free and inexpensive materials from the federal government. A list may be found in the pamphlet "Why Study Social Studies?")
B. Organize student committees on careers in history and government; geography; economics; and sociology and anthropology. Such committees could be responsible for developing bulletin boards and preparing articles for the school newspaper on careers in the social studies.
C. Tape interviews with workers on the job in various social studies careers for presentation in class.
D. Organize an "Occupations in the Social Studies" file for use with students in the social studies classes. A simple alphabetical file using the occupations listed here is sufficient. (See the attached list.)
E. Students can help develop and maintain the file. Some of the references for teachers will suggest sources of occupational information for the file.
F. Invite guests to speak on various careers in the social studies. Use speakers from local historical societies, museums, businesses, and industries; some speakers might be parents of students in your class.
G. Ask the students to collect pictures of workers engaged in various occupations emphasizing the social studies.
H. Encourage students to attend a lecture of meeting of a historical or geographical society if there is one in your community.
I. Prepare a bibliography on career opportunities in the social studies.
J. Organize field trips to local museums, government agencies, banks, businesses, and industries.
K. Organize an adult group of local historians, sociologists, economists, and geographers to confer with students on careers in the social studies, to plan programs designed to provide observational experiences for students, and to help guide pupils in projects and research. Members of this group might meet periodically with groups of students and with individuals on request.

OCCUPATIONS IN SOCIAL STUDIES: History and Government;

Archivist
Attorney
Cartoonist
City Manager
Councilman
Court reporter
Diplomat
Foreign correspondent
Foreign-service worker
Government-service worker
Historian
Intelligence officer
Judge
Lawyer
Legal Secretary
Librarian
Newspaper correspondent
Police officer
Political Scientist
Politician
Researcher
Teacher

Geography

Cartographer
Geographer
Guide
Teacher
Travel Bureau Supervisor

Economics

Arbitrator
Bank Cashier
Banker
Businessman
Claim adjuster
Economic research asst.
Economist
Employment interviewer
Exporter
Teller
Importer
Insurance agent
Investment adviser
Job analyst
Labor relations specialist
Production manager
Public finance expert
Statistician
Teacher
Trade commissioner

Sociology and Anthropology

Anthropologist
Archaeologist
Caseworker
Criminologist
Curator
Ethnologist
Generalogist
Museum Worker
Paleontologist
Personnel Counselor
Probation Officer
Psychiatrist
Psychologist
Social Worker
Sociologist

CAREER PROJECTS IN WEST VIRGINIA

Career Education: A Structured Intervention Curriculum for Appalachian Youth

Career Education: A Structured Intervention Curriculum for Appalachian Youth is an ESEA Title III project for an eight county region including the counties of Berkeley, Grant, Hampshire, Hardy, Jefferson, Mineral, Morgan, and Pendleton.

The nature of the project is developmental and its main efforts are: 1) assisting students in understanding why they are in school and 2) assisting students in the process of deciding what they will do when they leave school.

The program spans grades E-9 in the schools of Region VIII and the basic goals of the project are to have students develop an awareness of their individual characteristics and an awareness of occupational options.

Objectives

The attainment of the objectives of this project leads to the development of a multiple model approach to career education in a rural setting.

1. Develop a general model for grades E-9.
2. Develop a career awareness model designed especially for special education students.
3. Develop a career awareness model designed especially for potential drop-outs.
4. Test, evaluate, alter and operationalize the developed models in schools of the region.
5. Evaluate the appropriateness of the models in terms of learner outcomes.
6. Develop and organize in the schools programs that use independent reading to enlarge student career aspirations.

7. Appropriately place the various models in the Region VIII schools and provide the necessary inservice training to those who will be instrumental in implementing the models.

Chester W. Freed, Director, Shepherd College, Shepherdstown, WV 25443

Project DRIVE

Project DRIVE is an ESEA Title III program which provides "Directed Resources in Vocational and Educational Guidance for Elementary Students." The project serves one thousand students in grades one through eight in Roane County, West Virginia, at an average annual cost of $25.00 per pupil.

Two full-time counselors and one aide spend four days a week visiting the seven elementary schools in Roane County. The counselors operate two fully equipped vans to deliver materials and equipment to the schools and the vans are also used to provide individual and small group counseling sessions several hours each week. The counselors work each Friday in a central office evaluating their activities and planning for the next week.

Project DRIVE
Mr. Lonnie Canterbury, Director, P. O. Box 180, Spencer, WV 25386

Career Awareness Program

The Career Awareness Program at Fruth Elementary School was planned by two counselors, Carol Gaujot and Julia Kelly. The program emphasized career awareness to the entire schools enrollment - kindergarten youngsters, those in cerebral palsy class, and first through sixth level students. In their city, a supermarket, hospital, and post office were constructed. The students took field trips to Charleston General Hospital,

Carver, and the Garnet Adult Education Center. As a culminating activity, persons representing different occupations came to the school to explain what they do and to let the youngsters try it during a Career Day.

Ms. Carol Gaujot, Counselor, Fruth Elementary School, 509 Lee Street, Charleston, WV 25301

Lincoln County Exemplary Program

The Lincoln County Exemplary Program in Vocational Education was initiated to integrate a program of total career awareness, guidance, and job placement services throughout grades one through twelve.

The general objectives of the program are:

1. To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
3. To inform students about the multitude of occupational opportunities.
4. To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.
5. To provide students with basic information about major occupational fields.
6. To stress the dignity in work and the fact that every worker performs a useful function.
7. To visit local businesses and industries to get a first-hand view of the "world of work."

Mr. Herbert Holstein, Vocational & Project Director, Lincoln County, P. O. Box 437, Hamlin, WV 25523

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Raleigh County Research and Development Project in Career Education

Raleigh County Research and Development Project in Career Education is implemented in eighteen elementary and three junior high town District schools in Raleigh County, Beckley, West Virginia.

The purpose of the program is to develop in youth an awareness of self, the wide range of options open to each individual and the realities of the world of work. This will be accomplished through creative experiences such as role playing, model building, hands-on activities, field trips, the use of resource persons, participation in group activities, and the use of multi-media materials - all of which will be correlated with content subjects.

Through awareness of occupations, it is intended that pupils will develop decision making skills in order to select those occupations they may be interested in exploring more thoroughly while in school and in pursuing beyond their school years.

This project is funded by the U. S. Office of Education.

Ms. Mary Louise Klaus, Project Director, 105 Adair St., Beckley, WV 25801

Career Orientation Program - Grades K-6
Cass District Elementary Schools
Monongalia County

This program, funded under Part D of the Vocational Education Act of 1963, as amended in 1968, through the cooperation of the State Department of Education, was conceptualized and developed by a committee of guidance directors, teachers, and administrative staff members.

The following set of objectives were developed for this program:

1. The development of positive attitudes regarding (a) responsibility, (b) punctuality, (c) cooperativeness, (d) completing tasks, (e) initiative, (f) curiosity, (g) autonomy, (h) trust, (i) future orientedness, and (j) pride in doing a job well.

2. Present the world of work in a realistic fashion so that common stereotypes of occupations will be eliminated.

3. Familiarize students with the characteristics of jobs in which they express interests.

4. Broaden the occupational horizons of students.

5. Develop awareness of the need for education beyond elementary school.

6. To stress the idea that a variety of skills are required to function effectively in a job situation.

7. Aid students in the discovery of special talents and abilities and increase student self-exploration.

8. Make the occupational information service an integral part of the total school program.

9. Develop student interest in the world of work.

10. Determine the effects vocational choice will have in an individual's life.

11. Aid parents in broadening their scope of knowledge of occupations.

12. Assist parents in evaluating their expectations of their children in relation to ability, interest, and opportunity.

13. Develop the idea concept that there is dignity in all honest work.

14. Develop job awareness with students.

Ms. Sandra Brown, Coordinator, Career Orientation, Cass District Elementary, Cassville, WV 26257

Project SPARE

Project SPARE (Student Placement Accents Rural Education) is a Title III Guidance Program operating in Clay, Braxton, Calhoun, and Webster Counties of West Virginia. The overall goal of the program is to

stimulate the growth of career education in the rural high schools serving this area and thus prove the merit of a placement program to aid the non-college bound student in making a more successful transition from school to a place in the world of work compatible with his measured aptitudes and interests.

The major objectives of Project SPARE are:

1. To provide a more thorough program of student assessment for vocational purposes.
2. To provide a program for vocational orientation and information.
3. To develop a closer school-industry relationship.
4. To provide a placement service and Follow-up evaluation.
5. To disseminate information for public awareness of the need for career development.

Mr. Earl Gainer, Director, Guidance Specialist, Box 280, Glenville, WV 26351

Project GATE

Project GATE is a project in guidance and counseling funded by ESEA Title III.

Project GATE (Guidance Aide Trainee Experience) will provide 8-10 Mullens High students with intensive training and experience in self-awareness, decision making, career exploration, and development.

After nine weeks of intensive training, the students will move into a series of field trips and trial situations. Second semester work will include trainee visits and activities in other Mullens area schools.

The project will fill the need for a guidance program for grades kindergarten-nine on self-awareness, career awareness, exploration and development. Project GATE will also compliment the new emphasis on vocational education in Wyoming County, which will be realized with the

construction of a new enlarged vocational school on the Twin Falls Road.

Specific objectives of the GATE program are (1) to provide a 10-month high school course in guidance aide training, (2) to provide guidance materials and services to Mullens High feeder schools, and (3) to provide career materials and services to the Mullens area adult community.

As a result of the program, the 8-10 Mullens High trainees will become more self-aware and capable in decision making. They will also develop an understanding of the working and their own characteristics as workers and they will be qualified to offer para-professional guidance services not previously available in Wyoming County.

Jeane R. Roop, Director, 801 Moran Avenue, Mullens, West Virginia 25882

Career Development K-Adult

Career Development K-Adult is an ESEA Title III project whose purpose is to provide an effective and relevant program of career development in grades K through 12 in the Mason County Schools. The overall objectives of the program are as follows:

1. Instituting a program of career development (grades K-adult) as an integral part of the curriculum in all schools of Mason County.

2. As a result of the career development program, students (K-adult) will demonstrate a broader knowledge of career information as determined by pre and post test knowledge of career information.

3. Development of positive regard for work and the world of work in all students, but most specifically in those students at the elementary level.

4. To make the classroom activities more relevant to the real world of the student as demonstrated by increased attendance and demonstrated by increased attendance and decreased dropout rate.

5. To provide a program of placement services for students both in and out of school. This would include placement at part-time jobs during school, and full-time jobs for those out of school; including adults, graduates, those about to graduate and

dropouts. This must be done in cooperation with related agencies such as Employment Security and Vocational Rehabilitation.

The ultimate long range outcomes of such a program is to provide the student with adequate knowledge on work, the world of work and himself in relation to the world of work to enable him to make "wise" career decisions.

William A. Edwards, Director/Coordinator, 8th Street, Point Pleasant, WV 25550

A Design for Establishment of a Career Oriented Educational Program Through a Regional Education Service Agency

A Design for Establishment of a Career Oriented Educational Program Through a Regional Education Service Agency, is a project that is expected to provide a model for the State of West Virginia, in the establishment of career oriented educational programs on a statewide basis through Regional Education Service Agencies. This project, was funded by the U. S. Office of Education and is being conducted in the Region V, Regional Education Service Area encompassing the counties of Calhoun, Jackson, Pleasants, Ritchie, Roane, Tyler, Wirt, and Wood. The project is headquartered in the Regional Service Area offices located at Parkersburg, West Virginia.

The goal of this project was to establish a career oriented educational program in a seven county area serviced by a Regional Educational Service Agency. The project has provided a career oriented educational program for students enrolled in grades K-12. Project components are: 1) a career awareness program for students in grades K-6, 2) a career orientation program for students enrolled in grades 7-8, 3) a career exploration program for students in grades 9-10, and 4) career preparation program opportunities for students enrolled in grades 11-12. The program has incorporated occupational guidance

and counseling services and cooperative work experience programs in some counties with expanded vocational education offerings made available during the course of the project in the three area vocational schools and a community college.

Mr. Ray L. Miller, Project Coordination, Regional Education Service Agency, 1210 Thirteenth Street, Parkersburg, West Virginia 26101

Operation Guidance

Operation Guidance is a systems approach for upgrading career guidance programs. It is in operation at East Bank Senior High School. It is a process by which high schools can design their own programs with minimal or no external assistance to fit the needs of their students based upon available resources. The Operation Guidance product includes all instruments and step-by-step procedures with which each high school can collect information needed for decision making. It also contains guidelines for making these critical decisions. The organization of Operation Guidance is as follows:

The Steering Committee is a standing committee consisting of a counselor, teachers, and students in the school. It is the school's primary management group for their own Operation Guidance.

A task force is an ad hoc committee consisting of faculty/staff members and students. It is organized to accomplish specific tasks, such as collecting information on student needs, and then is disbanded after they complete their assigned task.

The Advisory Committee is a standing committee consisting of representatives of the community and the school, including the Principal and Chairman of the Steering Committee. It provides information on the community and

technical assistance, as needed, and serves as a review panel (non-decision making) for the Steering Committee.

The principal, as the chief officer in the school, makes all final decisions concerning the output and outcomes of the school's Operation Guidance. These outputs and outcomes are recommended to him by the Steering Committee. He may also serve as an ex officio (non-voting) member of the Steering Committee.

Ms. Margaret Jones, Field Associate, East Bank Senior High School, East Bank, West Virginia